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ABSTRACT

A study compared the effects of presenting a general humanistic methods program using two different time schedules. It tested the hypothesis that these different time arrangements would not affect the prospective teacher's perceptions of his a) classroom practices, b) relationship with his students, c) reactions to classroom situations, or d) perceptions of student characteristics; neither would the scheduling affect the degree of his openmindedness nor his personal beliefs. Two groups of student teachers were formed, 20 subjects in each. Group 1 subjects student taught for a 15-week period, reporting one day each week for a 4-hour presentation of the program. Group 2 did not student teach until after a 5-week intensive presentation of the same material. Pre- and posttesting using various performance inventories indicated the 5-week program to be significantly more effective in producing perceptual change than was the 15-week schedule. (Details of the study will be supplied by authors.) (JB)

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A STUDY OF TWO PROGRAM MODELS OF TEACHER PREPARATION AND THEIR EFFECTS UPON THE PERCEPTIONS OF PROSPECTIVE TEACHERS

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The major objective of this study was to compare the effects of presenting a sixty-hour general methods training program to prospective secondary school teachers under two different time arrangements. The study tested the hypotheses that the different time arrangements of presentation would not effect the prospective teachers' perceptions regarding (1) the prospective teachers' perceptions of classroom practices, (2) the degree of open-mindedness of the prospective teachers, (3) the personal beliefs of the prospective teachers, (4) the prospective teacher's perceptions of his relationship to his students, (5) the prospective teachers' reactions to classroom situations, and (6) prospective teachers' perceptions of student characteristics.

Two groups were randomly selected from a total population of 160 prospective teachers. Each group consisted of twenty college seniors majoring in secondary education.

During the first week of January, 1971, all participating prospective teachers were given pre-tests on Barrett-Lennard's Relationship Inventory, Teacher Competence Inventory, Adjective Checklist, and Teaching Situation Reaction Test. After pre-testing was completed, the prospective teachers in Group 1 reported to their student teaching assignment for a period of fifteen weeks. During the fifteen-week period, these prospective teachers reported back to the university campus one day per week for a four-hour presentation in a humanistic methods program. The prospective teachers in Group 2 remained on the university campus and completed a five-week, sixty-hour presentation in the same humanistic methods program as Group 1.

The Group 2 prospective teachers did not report to their student teaching assignment until after the five-week humanistic methods program had been completed. In February, 1971, all prospective teachers participating in the study were administered five-week tests on the instruments used in this investigation. In April, 1971, all subjects were administered post-tests on all test instruments used in this investigation. The pre-test data was analyzed by applying an analysis of variance to determine whether there were significant differences between the two groups of prospective teachers at the start of the study. A one-way analysis of variance on mean gain scores was made on those variables where significant pre-test differences occurred. This analysis verified that no significant difference existed during the duration of the study and the pre-test data was not analyzed further. The five-week tests score means of Group 1 were compared with the post-tests score means of Group 2 to determine the effect of Group 1 having part treatment and part student teaching experience as opposed to Group 2 having complete treatment and complete student teaching experience. The post-tests score means of both groups of prospective teachers were also compared by the analysis of variance test statistic as were each group's pre-, five-week, and post-test score means to determine if any significant differences occurred within each group.

The results of this study indicated that a sixty-hour intensive humanistic methods program, completed prior to student teaching, was statistically significantly more effective in producing perceptual change than the sixty-hour sequential presentation of the same humanistic methods program presented during the student teaching experience. A total of twenty-eight null hypotheses were tested. Two of the four hypotheses to overall perceptions and three

hypotheses relating to specific variables were rejected.

In summary, the results of this study indicated that the perceptions of the prospective teachers who participated in the intensive humanistic methods program did change significantly more than the perceptions of those prospective teachers who participated in a sequential presentation of the same humanistic methods program during their student teaching experience. However, it may be that these significant changes were a result of experiences with peer group subjects as presented to the prospective teachers in the intensive training group. Therefore, the question remains as to the permanence of any perceptual change and its transfer into a real teaching situation.

The perceptual change which is demonstrated in a controlled classroom or student teaching situation may be quite different when a teacher assumes the leadership role in a permanent classroom. It would seem quite possible that an increase in responsibility may have an effect on the teacher's perceptions.

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